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ABSTRACT

This newsletter begins with an editorial on the meaning of individualization in education. In his article "Individualizing Instruction for Teachers: Current Efforts in Individualization," T.B. Kalivoda describes an individualized oral language course at the University of Georgia called "Oral Spanish for Teachers." An article by C. L. Creed on individualized instruction and student attitudes is also presented. Other entries include a comment on the importance of learning activity packets, suggestions about self-instructional programs in the uncommonly taught languages, and a brief discussion of the need to clarify the meaning of individualized instruction and student-centered learning. A description of graduate level workshops at West Chester State College during the summer of 1973 concludes the newsletter. (PMP)

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INDIVIDUALIZATION
of
FOREIGN LANGUAGE LEARNING
in
AMERICA

VII. December, 1973

EDITORIAL COMMENT

As this newsletter begins its fourth year, we sense something of Boyd Bode's foreboding when he wrote in Progressive Education at the Crossroads (1938) that maximum development of the individual cannot be achieved "by the simple process of becoming emancipated from the formalism of traditional education..." (p. 4). Bode warns, "We cannot keep perpetually rotating on the axis of 'self direction."

As editors of this newsletter we have served in the thick of discussions related to "individualization" since 1969 and much longer in our own schools. We are becoming concerned about the possible overkill effect of preoccupation with direction. We have never believed that individualization can dispense with structure created by wise, competent leadership, and we have said so. We have quite consistently, and we believe correctly, argued that educators should cease normalizing and ritualizing what merely passes for structure. We contend that norm and ritual have tended to dehumanize education. They have deprived many individuals of meaningful structure in which to learn, and meaningful process by which to move toward achieving learning ends.

As foreign language professionals we could do worse than resort to linguistic origins to straighten out thinking on this matter. "Structure" is simply that which is built. A building is more than form. It is planning, putting together in an orderly fashion out of coherent matter, raising up for a purpose, and confirming or denying what the building purposts to be. It stands or it falls. It is beautiful or ugly.

Any educator who is not putting together, raising up for a purpose, and submitting instruction for acceptance or rejection might not be planning well. He may be "teaching a textbook," but that is mere form, not necessarily conferring structure on instruction. True instruction requires an educator to help an individual plan, organize, direct, and control the processes whereby he learns.

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"Process is a series of actions or operations definitely leading to a given end. It implies goals and then orderly steps with forward motion to achieve the goals. We believe that structure is needed for the building and for the acting out of processes.

In our view, individualization involves a process whereby a student moves through a well planned and well organized structure which he has helped to set. All is subject to modification as the process develops. This removes the stigma of norm and ritual.

The ends of the process of individualization simply must not be the mean and petty concerns of an inexperienced, shortsighted person. The ends of individualization must lie in the complex social, physical, aesthetic, mental, and moral ecosystems in which all men live and have their being. It is only by understanding the structure and processes in which individuals must work to find their ends as human beings that teachers and administrators can coordinate individual development, assess individual achievement, and make necessary instructional adjustments for individuals on a day-to-day basis. This can hardly be done without careful analysis of the school and the ends in the ecosystems which are most appropriate to its individuals.

Therefore, we urge particular attention to good analysis of well thought out objectives and viable structure to assist in the process of individualizing instruction.

Edited by:

Ronald L. Gougher
Associate Professor of German
West Chester State College, West Chester, Pa.

John F. Bockman
Foreign Language Coordinator
Tucson Public Schools, Tucson, Arizona

Answer to a Need
Individualizing Instruction for Teachers
Current Efforts in Individualization

Individualized study has become almost a household term in foreign language education today. Materials for either partial or full individualization are being designed and put to use by teachers throughout the country. Special workshops

sponsored by ACTFL (e.g., ACTFL Pre-Conference Workshop, Atlanta, 1972) and by various colleges and universities cater to teachers to learn how to do it. A special section of Foreign Language Annals as well as newsletters (e.g., Individualization of Foreign Language Learning in America, West Chester State College, Pennsylvania) and an increasing number of books are devoted in their entirety to the individualizing process. Volumes II, III, and IV of ACTFL's Review of Foreign Language Education likewise contain chapters on individualization. These efforts are important for the foreign language teacher who is eager to facilitate foreign language learning among his students. They do not, however, offer the teacher much help in developing his own language skill.

Graduate-level language instruction

Some teachers work at improving their language proficiency through disciplined reading in the foreign language and seeking opportunities to hear and speak it. Others sometimes go abroad for more intensive language contact. Most, however, look to the university for graduate-level study, but alas, only to be discouraged in finding a paucity of course offerings in language per se.

Universities have been traditionally notorious for spurning graduate-level instruction in language in order to emphasize literary study. It is not within the purview of this discussion to argue the merits of either point of view. It is important, however, to point out that a great percentage of teachers feel the need for further development of their language skill, especially that of speaking, and they wish universities would lend them a hand through graduate course offerings.

Graduate-level individualization

Advanced courses on the graduate level in language offer great potential for individualization. Highly motivated clientele who teach in foreign language classrooms throughout the nation practically insure their success. Yet, little attention is given to this realm of instruction.

Oral emphases needed

Current efforts in individualizing foreign language learning tend to lean heavily in the direction of the written language. Giving the student an assignment which he can see and mull over is probably easier for the course designer as well as for the student. Nevertheless, in spite of its problems and limitations, individualization

for learning to speak must not be overlooked since it is precisely in this language area that teachers want help. If the objective in the classroom is to teach for real communication and not just 'book language', a great deal of 'language security' is essential.

Course design

Heeding the call of teachers for a solidly-oriented oral language course the Foreign Language Division, University of Georgia, made efforts not only to design and offer the course but to individualize instruction as well. This resulted in a course entitled "Oral Spanish for Teachers" in which teachers could enroll at any time, work at their own pace, and take up to one year to complete if they so desired.

Materials purchased by the student for the course are listed below.

1. Textbook: El arte de la conversacion, by Jose Luis S. Ponce de Leon (New York: Harper & Row, 1967)
2. One blank tape for recording practice.
3. Spanish dictionary.

Basic course material is composed of fifteen units and two review lessons. To complete these lessons students are issued materials consisting of written Student Guidelines and tapes prerecorded by the Department. Work with tapes is done either at recorders in the University's language laboratory or at home if the participant owns a tape recorder. (Most teachers have tape recorders available to them in their schools.) To show the nature of the Student Guidelines, Unit One of the course is listed below.

Lesson #1 -"La prensa"

PART A

Objectives. Listening comprehension practice. You will show comprehension of the oral dialogue by writing answers to questions with 100% accuracy.
Activities. Listen to Part A on the tape and follow the instructions.

PART B

Objectives. Speaking practice. You will show and explain to the professor in Spanish what a Spanish newspaper is like. You will do this with pronunciation, intonation, grammatical accuracy and speed approximating the speech of a native speaker.

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Activities.

1. Review the dialogue in the textbook (pp. 2-4) and prepare an oral resume on the various sections of a Spanish newspaper.
2. Familiarize yourself with a Spanish newspaper (obtain from the professor).
3. Practice your oral resume by recording it on your personal blank tape.
4. Inform the professor when you are ready to give your oral resume.

PART C

Objectives. You will be able to employ orally with near-native speed, pronunciation and intonation the following forms: (a) dejarse de + nombre; (b) dejarse de + infinitivo; (c) quedarse + adjetivo. 100% accuracy is required.

Activities.

1. Listen to the tape (Part C) for listening and speaking practice.
2. Study the textbook (pp. 5-7).
3. Respond in Spanish to the following situations:

   Using dejarse de
   a) Asking someone when he (they) stopped smoking (going to school)
   b) Telling a friend to stop wasting time (fooling around, crying, complaining)

   Using quedarse
   a) Telling a professor that a friend of yours (they, you and Mary) were stranded in Spain
   b) Telling two girls that they (we, he, I) were white (faces turned white) while watching the accident
   c) Telling someone that you missed the train because you were sleeping
   d) Telling someone that you and your friend were awake all night (I, they, she).

4. Inform the professor when you are ready to be tested on #3 above.

PART D

Objectives. Listening comprehension practice. You will show comprehension of an oral culture lesson by writing answers to questions. 100% accuracy is required.

Activities. Listen to the tape "lo cursi" and write answers to the questions to present in writing to the professor.

PART E

Objectives. Speaking practice. You will give an oral resume on "lo cursi" with pronunciation, intonation, grammatical accuracy and speed approximating the speech of a native speaker.

Activities.

1. Listen to the tape "lo cursi."
2. Take notes for organizing your resume.
3. Practice the resume orally by recording it on your personal practice tape.

It can be seen that the unit consists almost entirely of listening and speaking. Course participants write only when taking dictation of the questions and when responding in writing to those questions to show proof of having completed this phase of the lesson (i.e., Parts A and D).

Listening practice deals with listening to an oral dialogue which is broken into several segments, each of which is followed by questions on its content. Hence the student is forced to listen and re-listen as many times as necessary to answer the questions. Not a bad aural experience for any foreign language student!

Speaking practice is built into the Unit (Parts B and E) in the form of oral summaries which the student designs from what he has heard on the tape and what he sees in the textbook for reinforcement. The student practices and perfects his oral summary by recording it on his own blank tape. Likewise cultural insights are acquired in Parts B and E through analysis of the Spanish newspaper and through discussion of the Spanish cursi (flamboyant and exaggerated person).

It is recognized that speaking practice which is centered around oral summaries is limited in terms of its semblance to truly liberated speech. Nevertheless, it is believed to represent a step in the direction of facilitating spoken language.

Oral practice with structural and idiomatic forms is provided in Part C. This section to be rather short in comparison with its counterparts in other units. Nevertheless, it gives the reader an idea of the kinds of language problems which the participant must solve and ones in which he must be tested. The language represented in this section is seen to be of the type which teachers generally lack in their language repetoire. Few teachers, for example, prior to

enrolling in the course knew how to say "When are you going to stop smoking?" Most tended to use the verb parar instead of dejar de plus an infinitive for the verb "to stop."

A course designed to strengthen teaching skills with an oral orientation, then, seems to make sense in terms of what teachers want and need. The ideas presented in this discussion are offered to facilitate the design and preparation of materials for such a course.

Theodore B. Kalivoda
University of Georgia

Student Attitudes and Individualizing Instruction

When the German department at the University of Illinois at Chicago Circle instituted a program for individualizing instruction, I was granted permission to conduct a study of the students who preferred to remain in the traditional classroom program. Such a study was at least pogistically possible because the class given individualized instruction and a 'regular' class met at the same hour. Scheduling problems did not interfere since all students enrolled for this period had an opportunity to choose the type of instruction they wanted. Since the names of instructors were not posted until after the enrollment procedure was completed, the possibility was eliminated that students might have chosen a certain professor rather than a type of instruction.

One facet of the research was an investigation of the relation between attitudes and success in second language learning.[1] These studies have established quite clearly that attitudes do have a considerable bearing on the acquisition of proficiency in a second language.[2] It was not the intent of this study, however, to investigate the role that attitudes play, but rather to compare the attitudes of the students in the 'regular' classroom.

During the first week of the school term a battery of three attitude inventories was administered to the two classes.[3] The answer to these questionnaires were studied with particular attention to the differences between the two groups. The remainder of this paper is devoted to an analysis of the results of the study and to a discussion of the implications which the findings might have for the profession.

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The first part of the questionnaire presented statements designed to assess the students attitude toward the German-speaking people and their culture. Although both groups exhibited favorable attitudes toward the German-speaking people, the students who chose individualized instruction consistently took a more positive view.[4] Over two-thirds of all students questioned felt that the German-speaking people have produced outstanding artists and writers, that they have every reason to be proud of their nationality and traditions and that those who have moved to this country have made a great contribution to the richness of our society. 67% of the individualized instruction students believed it would be a deep loss if America were to lose the influence of the German-speaking people, while only 44% of those in the traditional class expressed this feeling. Interestingly, more than 60% of all students believed that Americans can learn much of value by associating with German-speaking persons, yet less than 40% thought that Americans should make a greater effort to meet more German-speaking people. Finally, over 90% of both groups implied an acceptance of the German-speaking person and his culture as they responded it would be wrong to force him to become completely 'Americanized' in his habits. On the basis of the evidence from this section, it appears that the attitudes of all subjects toward the German-speaking people and their culture were positive enough that they need not be considered as a retarding factor in the learning of German given any method of instruction.

The statements used in the second part of the questionnaire were intended to measure the student's integrative (desire to become bicultural) and instrumental (desire to learn a second language for utilitarian purposes) orientation to language study.[5] The responses to these statements yielded no distinct integrative-instrumentative differences between the groups, but they did produce some useful information. In consideration of the statements purporting to measure an instrumentive orientation, there was one decisive indication that the attitudes of the students in the 'regular' program differed sharply from those in the experimental class. Only half of the students in the class provided with individualized instruction compared with over 80% of the students in the 'regular' class, expressed that the study of German was important to them because they needed it to finish college. When both groups were asked the other three questions pertinent to an instrumentive orientation, more than two out of three responded that the study of a foreign

language was not important for social recognition, that it would not be useful in getting a job, and that it was not needed in order to be a truly educated man. From these data it appears that the students in the conventional program had more of a tendency to regard the study of German as a hurdle that must be cleared so that they could complete their college education, but that neither group saw it as a stepping-stone to acquiring greater social prestige or future monetary rewards.

From the questions designed to measure the student's integrative orientation, the survey indicated that well over half of all students felt that the study of German would help them to understand better the German-speaking people and their way of life and that it would allow them to meet and converse with more and varied people.[6] At the same time, only one percent of each group thought that it would enable them to think and behave as the German-speaking people, and well less than half thought that it would enable them to gain good friends among the German-speaking people.[7] It seems, therefore, that the integrative orientation of both groups extends to an understanding of the German-speaking people and to a desire for contact with them but not to becoming a potential member of their culture.

By far the most discriminating section of this questionnaire was the third part, the purpose of which was to assess the student's attitude toward learning a foreign language. It was especially exciting to me as a foreign language teacher to discover that eight out of ten of the individualized instruction students felt that it was important for Americans to learn a foreign language and a substantial 63% said that they would take a foreign language even if it were not required. In contrast, only one out of four students in the conventional class indicated that he would voluntarily study a foreign language[8] and less than half of them felt that it was important for Americans to know a second language. Further, the individualized instruction students were keenly interested in reading the literature of a foreign language in the original (67%) and in seeing foreign films in the original language (75%). In response to these same statements, less than half of the regular students indicated any interest in second language learning for these purposes.

Perhaps the most surprising--and most heartening-- finding of all was the response given by 92% of the individualized instruction students and 81%

of the regular students that if they were going to stay in another country, they would make a great effort to learn the language of the country even though they could get along in English. Such reactions seem to indicate that even those students who do not see an immediate reason for language study would be interested in learning one if they were given the opportunity to use the language in daily living.

These are some of the specific findings from my questionnaire. Of greatest import is the indication that there is a distinct segment of the college population which realizes some of the benefits to be derived from the study of a second language. To be sure, many students do resent the foreign language requirement but even these have some favorable attitudes toward second language learning experiences. Thus, there are observable positive elements upon which the profession can capitalize.

In view of the limited scope of this project it is untenable to attempt to draw any hard and fast conclusions. However, there do appear to be some implications for the profession which merit consideration. Emerging from these data is an indication that the students' personal goals for second language learning are of a very practical nature. They tend to think of language learning neither as a vehicle for personal advancement nor as a step toward becoming bicultural but rather as a functional skill which they can use in communicating with inhabitants of a foreign country, in reading literature in the original language or in understanding the dialogue of a foreign film. It seems then that a greater interest in second language learning might be stimulated by exposing the students to situations, both inside and outside the classroom, which call for an immediate application of language skills. Because so many of the students in this study said that they would try to learn the language of a foreign country if they were there, it appears that study abroad programs offer one possible way of providing such an exposure and should be encouraged whenever possible. However, since only a comparatively small number of students can take advantage of these programs, the task of finding or creating meaningful and practical learning experiences still rests primarily in the hands of the classroom teacher.

The findings of this study also seem to indicate that provision for individualized instruction

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may well be a desirable educational practice. Supportive evidence for this opinion is furnished by two items of information previously discussed in this paper: 1) the attitudinal-motivational component accounts for a considerable amount of the variance in success in second language learning, and 2) in this study there was a tendency for the more highly motivated students to elect to participate in a program in which they could establish their own manner and speed of learning. Although further research is needed before any general conculsions can be reached, the evidence from this study does seem to suggest that programs of individualized instruction which allow students to progress at a rate of speed communsurate with their interest and ability have the potential for capitalizing upon the motivational advantage which these students bring with them into their second language learning experience.

Notes

[1] Three of the more recent reports of studies are: Wallace E. Lambert, "Psychological Approaches to the Study of Language, "Foreign Language Teaching" An Anthology, ed. Joseph Michel (New York : Mac Millan, 1967): Paul Pimsleur, D. M. Sundland and Ruth D. Mc Intyre, " Under-Achievement in Foreign Language Learning," International Review of Applied Linguistics, 2 (1964), 113-150; and Bernard Spolsky, "Attitudinal Aspects of Second Language Learning," Language Learning: A Journal of Applied Linguistics, 19 (1969), 271-85.

[2] It has been estimated from these studies that the attitudinal-motivational component accounts for up to one-third of the variance in second language learning: Leon A. Jakobovits, Foreign Language Learning: A Psycholinguistic Analysis of the Issues (Rowley, Mass.: Newbury House, 1970), p. 98.

[3] These inventories were adapted from those presented by Jakobovits, pp. 263-64, 270-71 and 277-78.

[4] On the average the number of individualized instruction students responding favorably to the statements was five to ten percent more than the number of students in the traditional learning situation.

[5] Studies by Lambert and Gardner have indicated that the student who is interested in becoming bicultural may tend to be more successful in language study: R. C. Gardner, "Motivational Variables in Second-Language Learning," Language Learning: The Individual and the Process: Report

of the Indiana University - Purdue University Foreign Language Conference held at Indiana University, March 11-13, 1965, ed. Edward W. Najam, Indiana University Research Center in Anthropology, Folklore and Linguistics, Publication 40 (Bloomington: Indiana University and The Hague: Mouton, 1966), pp. 22-44.

[6] The percent of those who agreed with this statement corresponds with the percent of those who felt that Americans could learn much from associating with German-speaking people.

[7] Again, the percent of those who agreed with this statement corresponds with the percent who felt that Americans should make a greater effort to meet more German-speaking people.

[8] In another survey conducted at the University of Illinois (Urbana) in 1968, three-fourths of their respondents felt that the foreign language requirement should be abandoned: Jakobovits, p. 68.

Carol L. Creed
University of Illinois at Chicago Circle
Chicago, Illinois

NORTHEAST CONFERENCE TO DEVELOP FILMSTRIPS ON INDIVIDUALIZATION

As a result of interest in the slide presentation on individualization in American schools unveiled first at the Northeast Conference, 1973, the Board of Directors has decided to develop a filmstrip from the slides. A booklet and perhaps, cassettes will accompany the filmstrip. Stephen Levy of John Dewey High School, N. Y., Ronald Gougher of West Chester State College, and James Dodge, Executive Secretary of the Northeast Conference will work on the project. Information about the materials can be obtained from Jim Dodge of Middlebury College in Vermont.

TEACHER'S GUIDE AVAILABLE SOON

The final report of USOE Grant 0738 has been submitted to the United States Office of Education. The report is a guide for teachers who need to adapt texts for individualizing foreign language instruction. It is approximately 500 pages long. Information about the guide can be obtained from Philip D. Smith or Ronald L. Gougher, Foreign Language Department , West Chester State College.

A Reminder on a Critical Issue

As teachers and administrators show more interest in individualizing instruction there seems that the art of instructing and facilitating is more important for the teacher. Not that teachers should sit by and use no creativity in developing materials, however, shouldn't we be cautious about swinging too far toward the pitfalls of individualization in the past? Witness the Dalton Plan. Look at Gibbons. Individualized Instruction (New York: Columbia Teachers College Press, 1972) Let us not forget history. Look again at the editorial comment from Foreign Language Annals, December, 1972, printed below.

WE THINK that LAP's (Learnig Activity Packets) should be added to Harold Shane's list of the thirty-five individualizing plans that have been proposed by American educators during the last hundred years (National Society for the Study of Education, 1962, p. 49). That is, we see them as yet another temporarily attractive tool to bear the whole burden of individualizing instruction. Tools must be considered as something less than a total solution. The problem which is at once motivating and also complicating individualized foreign language instruction is maintaining excellent subject matter structure within parameters of human dignity and individual worth. Don't ask LAP's to do that!

If the job of individualizing instruction is worth doing, it's worth doing with the finest tools the human mind can devise. Those LAP's written by physically and emotionally exhausted classroom teachers in grossly inadequate time and loaded with psychological and linguistic errors will not normally replace, in quality and relevance, the standard work of specialized curriculum teams. Even the materials produced by these teams will be detrimental if teachers use them only as tools.

We are not criticizing the validity of the "learning guide" concept nor the use of materials to save time. Mainly, we are criticizing some of the guides and contracts we've seen and how these are being used. Some of them show a total surrender of the human transactional function to sheets of paper. Both in time spend and in function the teacher ought to separate his teaching role from his curriculum-writing role and avoid confusing them. If the writing of LAP's exhausts time and energy for individualized human transaction on a one-to-one or small group basis, we urge that the LAP's remain unwritten or that materials be provided to save the teacher time.

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If LAP's are recognized as tools for the learning process rather than as the full implementation of the teaching process, they have a contribution to make. They will then not diminish the personalized and humanized relationship between teacher and learner which is the essence of individualization.

"POSTSCRIPT"

"The greatest forces in the universe are never spectacular. Summer showers are more effective than hurricanes, but they get no publicity."

The teachers and students, as well as the processes of development and growth through which both must go while individualizing instruction are two extremely important focal points for all of us ! The 'spectaculars' must be put into perspective if individualization of instruction is to grow and last.

A PRIME ADVANTAGE OF A NATIONAL WORKSHOP ON INDIVIDUALIZING INSTRUCTION

Although the low cost of graduate credit and room and board at West Chester State College provide attractive features, the most important advantage of the national workshops on individualizing instruction is the contact with staff and students from 30 states and some foreign countries. To continue such workshops about which we report in this newsletter we need the support of the profession. Anyone interested in the summer graduate courses or anyone wishing some materials on individualizing instruction should contact the Foreign Language Department, c/o R. L. Gougher.

REPORT OF NORTHEAST CONFERENCE, 1973 AVAILABLE AT MLA

"Sensitivity in the Foreign Language Classroom" was the theme of the Northeast Conference on the Teaching of Foreign Languages, 1973. The report contains a report on " Individualization of Instruction in Foreign Languages" written and organized by recognized foreign language educators throughout the U.S.A. It is a good, short report that could be used as a quick overview for in-service workshops or professional meetings.

TERMINOLOGY AND MEANINGS FOR THE PROFESSION WILL HAVE TO BE CLARIFIED

The profession will have to clarify what individualized instruction means, what student centered learning (or instruction) means, what individualizing instruction means, etc., within the next few years. It is this writer's opinion that we will

come to discuss student-centered learning toward achieving well-defined objectives (alternatives). While helping students to achieve these objectives we (as teachers) will individualize instruction, i.e., we will facilitate the way we help best, considering the needs and interests of students. But we will not abdicate the professional responsibility to provide some direction and discipline.

Ronald L. Gougher

USE THIS SPACE TO JOT DOWN A NOTE ABOUT SOME PROBLEM ENCOUNTERED WHILE INDIVIDUALIZING INSTRUCTION AND SEND IT TO US —HOW ABOUT THE SOLUTION? LET'S SHARE THE INFORMATION. USE SOME MORE PAPER!

CAN WE MEET THE CHALLENGE?

Japan sent the most visitors to the United States in 1973. The United States has now begun to encourage cultural exchanges and trade with China. Portuguese becomes more important because of South American trade and exchange programs. How do most students who want to learn Japanese, Chinese, or Portuguese fare when they ask for the opportunity? Apparently not too well in most schools and colleges.

This editor suggests that readers write to Peter Boyd-Bowman at SUNY, Buffalo, N. Y. and ask about self-instructional programs in the non-western languages and the use of 'native' student tutors. With business increasing and the bi-centennial coming up, let's think about opening up some doors for our students (linguistically, at least!)

"The Summer of '73'"
Workshops Draw 200
From 30 States and Some Foreign Countries
To West Chester State College

Over 200 students and staff members from at least 30 states and a few foreign countries studied and worked together in a series of two week graduate level workshops devoted to solving specific language teaching problems from July 9 to August 17, 1973.

Staff members included Robert Mc Lennan , Mountain View High School, California; Robert Elkins, Chairman, Foreign Language Department, University of West Virginia; Rene Disick, Valley Stream High School, L. I.; John and Valerie Bockman, Tucson, Arizona; Irene Kabler, Woodbridge, Virginia; Barbara Kiling, SUNY, Stonybrook, N.Y.; Stephen Levy, John Dewey High School, N. Y.; David K. Wolfe, Temple University; Philip D. Smith, West Chester State College; Laurel Ginsburg , Queens, N.Y.; Mary Kaufmann, L.I., N.Y.; Carol Rosenfeld, Ohio State University; Barbara Wing, University of New Hampshire; Joanne Smetak , Latrobe, Pa.; Dorothy Maddock, Devon, Pa. ; Beverly Wattenmaker, Chagrin Falls, Ohio; June Brust, Upper Moreland, Pa.; Erika Martin, Upper Moreland, Pa.; and Marcia Gregario, West Chester, Pa. Director of the entire program is Ronald L. Gougher, West Chester State College.

Individualization of Instruction in Foreign Languages attracted the bulk of students and faculty from across the U.S.A. A three credit course in individualizing instruction attracted 100 students to West Chester. A second course on individualizing instruction devoted to development of curriculum was limited to only twenty students.

The "Summer of '73'" was, indeed, gratifying for the staff at West Chester State College and all hope the thousands of students who could be affected by the work done here will profit from the long hours of preparation and work given by the students and staff. The report of the workshops in 1972 is now available in ERIC MLA. The workshop in 1973 should yield an interesting curriculum study for the profession.

REPEAT OF WORKSHOP IN 1974
(3 credits) July 8-19***(2 credits) August 5-10,1974

Application deadline is April 30, 1974. To insure admission and granting of credit, please apply as early as possible. Enrollment will be